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with immature minds. There are those who prefer studying the more familiar first and after the various forms of life in the different families of the animal world have been studied to sum up by beginning with the single-celled amoeba and tracing developmental lines to higher forms. For such teachers this book would have very little interest.

The authors say in their preface "As the title indicates, the subject-matter of this book is animal life and not animal forms, the authors' point of view being to study living animals and to interpret their activities, so far as possible, instead of compiling a series of obituaries." This is good doctrine but scarcely possible to live up to if one would give in a single year a fair knowledge of the animal kingdom. An illustration of their departure from their own principle is well shown in their excellent treatment of the starfish and sea-urchin. Some of the points studied must be shown by dead specimens. On page 40, the development of an echinoderm is taken up and the young student is asked to identify and draw (1) the egg, (2) the two-celled stage, (3) the four-celled stage, etc., up to the larva form. This study can scarcely be made by young students from the living specimens, as they are difficult problems even for adult students in the college laboratories. The wisdom of introducing these topics is not called in question, but only the assertion in the preface that the pupils are studying animal life and not animal obituaries.

We doubt if anything is gained by asking pupils of secondary schools to spend time making clay models of their idea of a cell or of an amoeba. When skill with pencil and language are such general accomplishments, expression in clay of such simple forms seems wholly unnecessary and to be a reversion to kindergarten days. Making a clay model of a sponge seems to serve no useful purpose.

To quote again from the preface "It is far more important to make naturalists of such pupils than anatomists, consequently all laboratory dissection is omitted." On page 31 we find H. Internal Structure. Anatomy. 1. In a thick cross-section of the body of the earth-worm observe" — etc.; and under 4, the directions are to use a specimen which has the dorsal body wall removed. If this isn't study of anatomy and dissection, what is it? Similar methods are pursued with the crayfish, the clam, the snail and the frog.

But in spite of the failure to carry out their principles in practice the book is a very good laboratory manual and full of good suggestions that require the pupil to do his own thinking. The different type animals studied are viewed systematically and advice for their observation given in very simple directions. It is a very good book for use by those who believe in treating the lower organisms first.

C. H. MORSS.

Medford, Mass.

The Boy Problem. A Study in Social Pedagogy. By WILLIAM BYRON FORBUSH. With an introduction by G. Stanley Hall. Chicago: Pilgrim Press, 1902. Pp. 197. Price 75 cents.

THIS new and revised edition in attractive form of a little book already favorably known will be welcomed by all interested in special work for boys and could be read with profit by many teachers of the upper grades and early high-school years.

In the life of every boy, the author points out in his preface, comes a time when his developing social instinct coupled with the rise of a spirit of independence tends to lead him away from the bounds set by home and school and causes him to seek the

freer social life of the street or, it may be, of the "gang." How to utilize this instinct so as to conserve the highest interests of the boy rather than to check it or to have its satisfaction result in injury is the "problem." Stated differently the problem consists in how to provide in social form wholesome agencies for boys in the period of early adolescence.

In his attempt at a solution Dr. Forbush first gives a survey of some of the leading facts of boy life, particularly of the adolescent period, the study of which considering its immense importance is essential to one who would be of any help to boys. "Other things being equal, the best way to help a boy is to understand him."

Proceeding upon an account of the rise of the instinct that seeks social companionship, the author gives interesting statistics concerning definite organizations set on foot and maintained by boys themselves. He then passes to a fuller discussion of the numerous organizations formed for boys by adults, throwing emphasis upon those features that most attract and hold. In this connection such societies as the Junior Christian Endeavor are criticised on the ground that the methods employed are those adapted to older persons and not to the normally active, non-introspective boy. Many practical suggestions are made also concerning the function of the Sunday school in its relation to the boy problem and concerning the various activities in the interest of boys that could be carried on to advantage by the different churches. In the course of general suggestions much is made of the necessity of providing in a wholesome way for physical expression on the part of boys through plays and games, gymnastics, handwork of various kinds, camp life, country tours, etc.

At the close of the book is a valuable directory of social organizations for boys, and a full bibliography of books and pamphlets dealing with boys and social work among them, included in which are references to the best available material on the period of adolescence.

H. C. HENDERSON.

THE NORMAL SCHOOL,
Milwaukee, Wis.

P. Terenti Afri Andria. With Introduction and Notes. By H. R. FAIRCLOUGH. Boston: Allyn & Bacon, 1901.

Juvenal. Edited, with Introduction, Notes on Thirteen Satires, and Indices. By HENRY PARKS WRIGHT. Boston: Ginn & Co., 1901.

The Conspiracy of Catiline, as Related by Sallust. By ALLEN and GREENOUGH. Revised by J. B. GREENOUGH and M. G. DANIELL. Boston: Ginn & Co., 1901.

Writing Latin. Book I—Second Year Work. By JOHN EDMUND BARSS. New York: University Publishing Co., 1902.

MR. FAIRCLOUGH'S edition is dedicated to Professor Minton Warren, *optime de Terentio merito*, and is, ultimately at least, one of the many products of the Johns Hopkins Latin Seminar. It shows the rare combination of literary appreciation and philological acumen. Instead of the jejune disquisitions that fill the first pages of so many of our text-books, the intent of which seems to be a justification of the editor's scholarship but the only result an initial discouragement of the unhappy reader, we have in this edition a sketch of the development of Roman comedy, which in itself raises the book